



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

and attractive, and the narration is interspersed with interesting anecdotes and descriptions. The material in each volume has been selected with much care, emphasis being given to those movements in the past that have contributed in the largest measure to the progress of civilization. Art, literature, and industries receive relatively more attention than military campaigns or battles. Since the work was reviewed by eminent historians in the various fields treated, before it was published, its authenticity will not be seriously questioned.

Among the special features of the work are the illustrations and maps. There are in all thirty-two illustrations in color, representing the world's greatest paintings. Half-tones, etchings, and photographs are scattered liberally through the volumes. With the aid of these illustrations the reader will be able to reconstruct in his imagination each age as it really was. There are a number of colored maps inserted here and there wherever they will be of assistance to the reader. Besides these there are many etchings containing plans of cities, buildings, and battlefields.

The work contains other features which one might designate as study or pedagogical aids. These consist of suggestions to the reader at the beginning of certain chapters, suggestive questions at the end of each chapter, lists of authentic works, chronological summaries, and lists of dates to be remembered.

The subtitle of the work is *Practical History of the World*. It will require but a cursory examination by the reader to see the justification of this subtitle. The truth of the matter is that if one should desire a self-directed reading-course in the history of the world one could do nothing better than take up each volume in order and follow the direction contained therein. Furthermore, if one should desire to pursue a three years' course in the history of the world one would do well to follow the outline given in one of the supplementary volumes using the various main volumes to secure the information called for in the outline.

In conclusion, the writer sees no reason why the work would not be of much value as reference material in regular courses in history. The narration of the world's history contained in the eight main volumes is something that history students could pursue with profit, for it too frequently occurs that students pursue the study of history for two or three years without ever securing a connected narration of the history they have been studying. The writer is almost radical enough to say that if the cost did not prohibit such a plan, he would favor the use of such a series as the present one as a text in high-school history.

Seventeenth Yearbook of the National Society for the Study of Education. Parts I and II. Bloomington, Ill.: Public School Publishing Co., 1918.

Part I of the *Seventeenth Yearbook* is the 1918 report of the Committee of the Department of Superintendence of the National Education Association on Economy of Time in Education. The report is made up of a section on studies of minimum essentials in elementary-school subjects and one on a symposium

on the purposes of historical instruction in the seventh and eighth grades. A number of educators contributed to the first section. In it one finds reports of studies on arithmetic, geography, reading, composition, civics, and history. In most cases these discussions read like hurriedly written term reports which too often characterize one phase of graduate work in education. As a rule the studies are brief and devoted to a particular phase of the subject under investigation. In some cases the work is scientific, in others it is not. As a whole the reader is not impressed with the methods employed or the conclusion reached. No constructive program is proposed in this section of the volume.

Section II of the report furnishes some evidence of the wide divergence of opinion at the present time on the purposes of historical instruction in the seventh and eighth grades. Professor Bagley, who had general charge of the symposium herein reported, asked a number of people to write a brief statement of the aims of historical instruction in the seventh and eighth grades. Seven individuals complied with his request as follows: two professors of history, one of sociology, one of social and political science, one of government, one of education, and one who wished his name withheld. As is too often the case in discussions of this type, the writers wander far from the subject under consideration. One talks about the requisites of a good text in history, another about the qualification of teachers, and another about the value of this or that social science other than history. One is far from knowing the value of historical instruction in the seventh and eighth grades when one has read the symposium throughout.

Part II of the *Yearbook* is devoted to the subject, *The Measurement of Educational Products*. Representatives of the National Association of Directors of Educational Research were the chief contributors to the volume. Among other things it contains "History and Present Status of Educational Measurements" by Leonard P. Ayers; "The Nature, Purposes, and General Methods of Measurements of Educational Products" by Edward L. Thorndike; "Training Courses in Educational Measurement" by S. A. Courtis; and "A Look Forward" by Charles H. Judd. The volume closes with "A Selected Bibliography of Certain Phases of Educational Measurement" by Edna Bryner, of the Russell Sage Foundation, New York City. This bibliography contains 606 items. It will, no doubt, come to be the most valuable feature of the volume as a whole.

HART, A. B. *New American History*. Chicago: American Book Co., 1917. Pp. viii+650.

In his *New American History* Professor Hart has centered his discussion around the following large topics: "Beginnings," two chapters; "Colonization," five chapters; "Revolution and the Constitution," three chapters; the "Federal Union," five chapters; "National Spirit," three chapters; "Sectionalism," five chapters; "Civil War," four chapters; "Reorganization," four